



INTERNATIONAL PROJECT MANAGEMENT IN TANZANIA

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ABSTRACT

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The purpose of this thesis was to collect information of international projects and especially to find out the challenges that international projects have. This research wanted to reveal what are the main challenges in international projects and how to solve arising problems during the project life. Subject country was Tanzania and one example was TEMBO project.

This was a qualitative research and the data was collected through semi-structured thematic interviews. The researcher has used herself as a participatory observer. First interviewee was a project coordinator from Nokia-Siemens Networks and the second interviewee was a teacher from Tampere University of Applied Sciences. The data was analyzed using qualitative content analysis.

The theoretical section of the research concerns project management and intercultural communication. The theory of project management explains the main features of the project and indicates the characters of project life and project management. The theory of intercultural communication emphasizes the importance and relation of cultural and communicational aspects being an important part of international projects.

The interviews indicated that clear aims of a project are essential in order to avoid unnecessary misunderstandings. When cooperating with Tanzanian people and working with them the most important is the interaction with other people. Conflicts and problems may arise when interacting with people from culturally different background. To avoid these problems and challenges knowledge of the other's culture is extremely beneficial. The findings indicated that cooperation projects with Tanzanian partners required patience and time.

The thesis describes some of the problems of uncertainty in international projects. As well it will define some of the main challenges in international projects. This thesis will introduce the reader the main concepts of projects and how to manage them, as well as intercultural communication in projects. This thesis will also provide developmental guidelines for managing international projects.

Key words: project, project management, intercultural communication, North-South-South Programme

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LIST OF ABBREVIATIONS

CIMO	Centre for International Mobility
NSS	North-South-South programme of CIMO
PMBOK	Project Management Body of Knowledge
PMI	Project Management Institute
ProAcademy	Unit of Entrepreneurship of Tampere University of Applied Sciences
TAMK	Tampereen Ammattikorkeakoulu, Tampere University of Applied Sciences
TAOKK	Tampereen ammatillinen opettajakorkeakoulu, School of Vocational Teacher Education
TEMBO	Tourism, Environment, Mobility, Business Opportunities – TEMBO. Development Cooperation Programme for Higher Education

1 INTRODUCTION

1.1 Topic and background of the Thesis

Nowadays there is a need for international cooperation in many fields of business and education. International aspects must be considered when developing operations across cultures. Therefore there is a need for various studies of intercultural communication and how the knowledge of the other culture affects the functions of a special operation. There is a need for international projects in different fields of businesses, studies and other organizations which tries to develop their actions internationally. Nowadays there are many various international projects and therefore the knowledge of these types of projects requires special attention to communication between cultures and different perspectives for project management. There is a need for finding out challenges in international projects. This research has been done to raise the level of knowledge of communication and management in international projects.

This thesis has been made for Tampere University of Applied Sciences' (TAMK) International Affairs Office to develop the North-South-South (NSS) projects. NSS-projects are managed through CIMO (Centre for International Mobility). The main focus of this research is to develop guidelines for international project organizations and coordinators. The main goal is to provide instructions how an international project should be managed. The research uses TEMBO (Tourism, Environment, Mobility, Business Opportunities – TEMBO) as an example of an international project in Tanzania. The guidelines can be adaptable to many other international projects. More information of the organization CIMO and the project TEMBO is in chapter 2.

The TEMBO project was part of CIMO's North-South-South (NSS) programme. The aim of this project was to develop cooperation between higher education institutions in Finland and Africa. The programme is funded by the Ministry of Foreign Affairs of Finland and is administered by CIMO. The NSS project is a network programme which tries to develop the cooperation between Higher education institutes in Finland, Tanzania, Namibia and Botswana. Network coordinating Institution of the project TEMBO is TAMK. This project is developing and cooperating with the following Universities: University of Dar Es Salam (Tanzania), University of Botswana (Botswana did not par-

ticipate in the first intensive course), Sainte-Augustine University (Tanzania), Polytechnic of Namibia (Namibia) and Tampere University of Applied Sciences (Finland). (CI-MOe.) The TEMBO project aims at Degree programmes in Tourism.

The data has been collected by using thematic interviews. The interviews were made for one member of an intensive course held in Tanzania Dar Es Salaam in August 2012 and to a person who has significant background according to variable international projects. In addition to these interviews the researcher herself will reflect her experiences being part of a project TEMBO and the intensive course. The researcher reflects the theories to this specific intensive course and to the challenges appeared during the project TEMBO. By using the qualitative approach the research will gain aspects and insights that are essential for developing the guidelines. This research will reflect the data collected to the challenges raised during the intensive course and relate them to the theory of intercultural communication in projects. The researcher preferred to combine the theories of management of projects with intercultural communication because there are highly different cultures at stake. Main idea was to develop guidelines for project managers to deliver and manage international projects. Especially this is made for international project TEMBO, based on the last intensive course in Dar Es Salaam. Improvement suggestions will be done based on the data collected from the interviews, as well as the theory presented.

This thesis will apply the theory of international project management with international projects that are similar with the project TEMBO. There is an important role of intercultural communication in such projects, because there are people from different cultures interacting with each other. The research about intercultural communication in project management explains the difficulties and challenges in projects and helps to cooperate with them during the project life.

This thesis guides the reader to successful project management in international environment during the project life cycle. The research provides guidelines for coordinators and management of various international projects.

1.2 Purpose of the research and research questions

The topic of the research was chosen according to the researcher's experience of being part of an international project. The researcher participated in a two-week intensive course which was held in Dar Es Salaam, Tanzania from 10 to 24 August 2012. She also made an internship for TAOKK (School of Vocational Teacher Education) in Tampere University of Applied Sciences and worked as a project assistant for Hanna Teräs from TAOKK. Teräs was the coordinator of the international project TEMBO.

According to the personal experience and participants' feedback of the intensive course, how everything was implemented and organised, the researcher wanted to develop the project management and administration of the project TEMBO as well as any other international project. The purpose of this thesis is to provide guidelines for organizations and managements of international projects. As well this thesis gives suggestions for future NSS-projects. Especially the guidelines are meant for future TEMBO event. The main focus and idea of this research is to develop guidelines for the future TEMBO projects as well for similar international projects.

The research questions of the research are:

- 1.) How to manage international projects and how to make these projects successful?
- 2.) What are the intercultural communication challenges in international projects?
- 3.) What are the special features in international project management in Tanzania?

The questions are formed based on the focus of the topic, which is international project management. The focus of the research indicates how project management is able to implement a successful project. In addition, important is to know the aspects that international project brings and how cultural issues challenge the project procedures.

The research answers the questions through specific definition of the problem to be solved. The researcher is able to solve the problem by defining the problem properly, finding the correct methods to solve the problem (Ghauri, Gronhaug and Kristianslund 1995, 11). According to Ghauri et al. (1995) the researcher should first define the problem of the research – what the researcher is trying to find out. According to this state-

ment in this thesis the researcher is trying to solve the problem of main challenges in international projects. This research tries to define the challenges and give the answer how to manage them. Later in this work the reader will see the ways how the problem was solved by using the methods chosen.

2 INTERNATIONAL PROJECT, CASE TEMBO

2.1 Organization CIMO

CIMO is an organization for international mobility and cooperation which was founded in 1991. The organization is an agency under the Finnish Ministry of Education and Culture. The main task is to provide exchange, trainee and scholarship programmes. As well CIMO supports the teaching of Finnish studies at universities outside Finland with focus on language and culture. (CIMOd.)

The funding of CIMO comes mainly from Finnish government but also from external sources. The main external financiers are the European Commission and the Nordic Council of Ministers. The organization has various partners. These partners are mainly universities and polytechnics, comprehensive schools and upper secondary schools, institutions of vocational education and training, adult and continuing education centres, other authorities in charge of education, various organizations and businesses. Partners abroad are also mainly universities, authorities and organizations in charge of exchange programmes as well as cultural institutes around the world. (CIMOd.)

The mission of the organization is to develop and enhance internationalization in the Finnish society. The vision is genuinely global-minded Finland. The Finnish Ministry of Education and culture is aiming Finland to be vanguard of knowledge, participation and creativity by 2020 and CIMO is supporting to reach this aim. To support this, CIMO provides expertise and develops international cooperation and implements and develops international mobility and cooperation programmes. One of these development programmes is North-South-South (NSS) programme. (CIMOg.)

The North-South-South programme is a Higher Education Institution Network which provides opportunities for development and cooperation between higher education institutions in Finland and developing countries. This programme started in 2004 and it is on its fourth phase in 2013-2015. Main focus is on student and teacher exchange between institutions. (CIMOc.)

The NSS programme finances several activities: student and teacher exchange, intensive courses, networking between Finnish and partner institutions and dissemination measures. The aim of the NSS programme is to improve human capacity in all participating countries through cooperation, interaction and mobility. This programme aims specially to the improvement of the educational level in partner institutions. (CIMOc.)

Intensive courses provided by CIMO are held in the South, meaning that all the practical events of the programme are held in Africa. Intensive courses may last from one week to 10 weeks. Intensive courses are a possibility to provide joint teaching for students coming from different institutions of the network. The aim of the intensive course is to share and produce new information and to improve teaching quality of the partner institutions and the main focus is on student and teacher mobility between partner institutions. The programme is funded by the Finnish Ministry of Foreign Affairs and they cover costs of the intensive course coming from travelling, accommodation, food and other costs that are related to the organization of the course (i.e. premises, office costs, teaching). (CIMOf.)

Main idea of the NSS programme is to prevent poverty and support sustainable development in the South. Finnish institutions are responsible for the practical running of the projects together with their partner institutions. The coordinator of the network and the coordinator of the intensive course is always Finnish institution or polytechnic. (CIMOb.)

2.2 TEMBO as an international project

TEMBO project was part of CIMO's cooperation North-South-South programme. TEMBO was meant for tourism programmes in partner institutions and comes from the words tourism, environment, mobility, and business opportunities. Focus areas of the project TEMBO were in Tourism and Hospitality, Environmental Engineering and Business and Entrepreneurship. Coordinating institution was Tampere University of Applied Sciences. Academic coordinator was Hanna Teräs and administrative coordinator Camilla Kalevo. Partner universities of this network were Tampere University of Applied Sciences Finland, University of Dar Es Salaam Tanzania and Saint-Augustine University Tanzania, Polytechnic of Namibia. (CIMOa; CIMOe.)

The aim of the project TEMBO including the intensive course was to develop local tourism and entrepreneurship in the South. Theme of the intensive course was sustainable tourism and hospitality entrepreneurship. The intensive course led to new business ideas, which the participants of the course invented. In addition, the participants of the intensive course gained international experience and high-quality education. (CIMOa.)

The two-week intensive course “Sustainable Tourism and Hospitality Entrepreneurship” was held in Dar Es Salaam Tanzania in August 2012 and had participants from all the partner institutions. The aim of the Finnish project group was to create a workshop for three days and gather all the activities that were held during the two-week intensive course. The main idea was that the students that participated the intensive course were put into multicultural teams and they had to be innovative and create new business ideas for one company in Dar Es Salaam.

3 THEORY OF INTERNATIONAL PROJECT MANAGEMENT

3.1 Defining project

Before opening the concept of project management it is relevant to define the term project. The concept project derives from word process, which is a set of activities performed to achieve defined objectives (Dinsmore and Cabanis-Brewin 2005, 26). Process is an activity in which organizations as well as project management operate; it has a starting and an ending point. Project includes many variable processes, even though they differ from day-to-day processes in organizations. A project is considered to be the kind of action that has a starting and ending point, it has a special goal to be reached and it requires resources. These are the main characters of a project. Project is also considered to be an action that makes a change in our world, and includes complex, multifunctional activities that require time, money and human resources. Projects are unique, temporary actions that try to solve a problem or reach a common goal. Every activity during a project is set by these functions and coordinated by the management of the project. (Pinto 2007, 2-7.)

Projects require organization around it to be able to operate. This means that a project requires a management and this is called project management. The project management is in charge of project settings. For example time, schedule, budget, resources and project life cycle. There are different persons and parties that operate during project life. These are called stakeholders who are individuals and organizations involved with the project when implementing or completing the project. (Horine 2005, 13; Pinto 2007, 2-7.)

According to Patel (2008) a project is a set of activities that are chosen by the management and which requires resources of time, money, people, materials, energy, space, provisions, communication, quality and risk to meet the predefined objectives and goals. A successful project is managed in the boundaries set in the beginning of project life. (Patel 2008, 1-2.)

3.1.1 Project life cycle

As any action in an organization, also a project has a life cycle. Life cycle includes different essential steps to enable success. According to Pinto (2007) and Melton (2008) these steps are:

1. Conceptualization
2. Planning
3. Execution
4. Termination.

The first step conceptualization is about developing the goal of the project and defining what the project is trying to reach for. Conceptualization is also about setting the scope, defining human resources, place, duration and budget. It is also important for the organization to evaluate if the project has a well identified idea, if the project is relevant for the organization within certain areas of business, and if it is necessary to reach for a result which is useful for the organization. Everything done during the project is based on the idea of which the scope and goal are derived from. (Pinto 2007, 10-11; Melton 2008, 1-3.)

Second step of project life cycle is planning. During the second step the management of the project is defining in more details the elements of the project. The main elements for planning are:

1. Finance: - does the project have the money to be completed and how much finance does the project require
2. Tasks for project members: - defining the duties and responsibilities of each member and party of the project
3. Schedule in details: - what is the time set in the beginning of the project and defining the steps of the project that must be done in certain length of time
4. Management coordination: - deciding the management of the project and persons that are responsible of the project group and all the special features. (Pinto 2007, Melton 2008.)

Project planning is an essential part of a project, because with careful planning the organization secures better aspects to positive and successful outcome of the project. Accuracy in project planning will help the organization, project manager and project team to meet the project requirements. As the beginning of the project is delivered with efficiency, it helps to keep the project in control and to avoid difficulties. (Pinto 2007, 11; Melton 2008, 8.)

The third step, execution, is the actual work of a project. During execution all the planned actions will be implemented. This is the time when everything planned comes to reality – time for performance. During the execution the project manager is controlling and guiding the project and the team members. This is essential time for communications, which enables the whole project and its resources to manage within the objectives set. (Pinto 2007, 11; Melton 2008, 2, 34-39.)

Last step is termination. This step is after the completed project action and includes the closing of budget, conclusions and feedback. This step is extremely important to define how the project succeeded. The closing of budget will tell how much money the project required. This will give information for the future actions concerning the specific project. In addition the conclusions and feedback describes the future actions for the project management. (Pinto 2007, 11; Melton 2008, 2, 34-39.)

A project has several things that should be done during its life cycle. If they are implemented so that the common goal has been reached we may call the project successful. The steps might not be implemented exactly as planned and determined in the beginning of the project and this is why projects are flexible in all its criteria stages: time, human resources and budget. In any stages of a project, there might appear some problems and the project must be re-evaluated. To prevent problems the project management should beforehand ask questions like “what if?” (Pinto 2007, 10-16; Patel 2008, 2-3.)

3.1.2 Managing the project

In this chapter we take closer look of project management. According to Richman (2002) the main focus of project management is to efficiently manage the project cost, time and quality. The methods the management of a project uses help to complete the

project within the objectives set. Project management ensures completion of a project. (Muriithi and Craford 2002, 310).

Horine (2005) describes project management as planned, executed and controlled action that has certain purpose, definite beginning and ending points, unique outcome and people involved temporarily to meet project needs. Managing projects requires planning, organizing, implementing, leading, and controlling the work of a project. (Horine 2005, 8-9.)

As a project has its life cycle, so does project management. They are similar in a way and include the following steps: initiating, planning, implementing, controlling and closing. The development of a project is done during initiating and specified selection of project objectives are decided in the planning stage. Implementing is the work done during the project. During the project it is essential for project management to control the whole project. Project management life cycle ends to closing the project and evaluating the work and results. It is valuable to focus on each of these steps of project management to reach wanted and successful project results. (Muriithi et al. 2002, 310-311; Richman 2002, 4.)

A project is managed and lead by a project manager who is responsible of objectives and resources of the project. According to Pinto (2007) the project manager is holding the strings of a project and is the most responsible of the whole project. The organization around the manager is essential and these two parties form the essence of project environment. Project manager is in charge of managing the project and has the project team whom with to operate. A project has variable stakeholders which can be for example the organization, internal and external environment, top management, clients, accountant and other functional managers. (Pinto 2007, 5; 34-42.)

Project manager should have special characteristics and skills to execute his or her work the best way. Project manager should be able to manage communications tools for example computers for email, business management skills, technical knowledge, communication skills and leadership skills. Depending on the nature and size of the project, these skills and combination of them is required differently. Most important for the project manager is to have right mix of these skills and to be able to use them as required according to the demand, objectives and goal of the project. (Horine 2005, 20-23.)

Project Management Institute (PMI) has developed Project Management Body of Knowledge (PMBOK) guide, which helps the project management to achieve successful project. It presents the following nine knowledge areas for project management:

1. Integration
2. Scope
3. Time management
4. Cost
5. Quality
6. Human resources
7. Communications
8. Risk and procurement management.

It is also said that this PMBOK guide is general guide for project management to implement the projects. They may not work in every situation and in every project but are convertible to many projects. (Dinsmore and Cabanis-Brewin 2005, 17.)

Integration management is about setting project plan and requirements that a project needs. Integration management ensures that the project has good frames to function during project life. Project scope management is the structure and work required to be able to complete the project successfully. This area includes also the scope statement, ensure the structure and acceptance that project is possible to continue. Time management establishes the project schedule and duration of the project. To ensure that the project is completed in a certain time, it is important to estimate the time and duration of each process and task the project requires. Cost management is a process where the management ensures the project is completed in budget set. This means that the project has estimated costs, budget and other resources within the project should be completed. (Horine 2005, 11.)

Quality management ensures that the project will meet the requirements and goals of the project. It also meets the needs for which the whole project was undertaken. Human resource management is about dividing responsibilities and trying to make people most effective and perform their best during the project. Communication management includes plan for communicating during the project. It also sets requirements how infor-

mation is distributed among project stakeholders. Risk management describes all threats and problems that might occur during the project. For these difficulties risk management has certain plan, and also for this there are certain people responsible. Last knowledge area is procurement management which ensures the tools, goods and services the project requires. (Horine 2005, 11.)

The knowledge areas of PMBOK guide gives the overall view for the project management what they must be aware of. Dinsmore et al. (2005, 25) states that the project life cycle steps guides what the project management must do during the project. By focusing on each process at a time the result of each process is likely to be positive. Step by step the project will become completed most likely successful. Skilled managers will be able to make outputs from one process as input to another. These processes should be managed in the way that they are connected smoothly to each other. Essential aspect here is to step to the next phase of the project without problems or difficulties. (Dinsmore et al. 2005, 26-27.)

3.2 Intercultural communication in international projects

When entering a new culture, people try to recognize their feelings, modify own thinking and revise own behavior according to the culture. Adaptation is in essential role especially when talking about attitudes and behavior. Prejudices are not welcome, and therefore by being open-minded and modifying one's model to behave and rethink is essential when trying to understand the new culture. (Mattock 1999, 9-19.)

Storti (2007) claims that when entering a new culture, people often feel and think negatively about the locals, based on their behavior of which these negative impacts has risen. In addition, the locals might seem to behave odd, rude and dishonest. Once you see the locals' behavior in a negative light it may seem hard to see any positive aspects in them. Interacting and especially working together with people from another culture may often be difficult and uneasy to manage. Therefore the other might lead the local to behave and act the way he or she wants. Storti (2007, 106-107) also claims that being culturally effective enables the person entering a new culture to accomplish the objectives one had when going to another country and culture. (Storti 2007, 48-107.)

3.2.1 Culture and manners

The case TEMBO included three different cultural backgrounds, Finland, Tanzania and Namibia, so it is vital for the project organizer to take into consideration the fact of intercultural communication. According to Marx (2001, 42) an important and major challenge in international management is the knowledge of the other culture. When operating and interacting with different cultures, it is essential to prepare the project team to face these cultures. In this phase of the thesis it is time for closer look of cultural issues in project management. With these forewords the author starts to open the concept of culture. (Marx 2001, 42-50.)

In this chapter the cultural differences between Finnish and African cultures are compared, according to the case TEMBO, which interacted within these two cultures. Reminding the fact that in project TEMBO, there were people from two different countries of Africa and the literature is speaking more or less in general level of Africa and its culture, not specifically Tanzania or Namibia.

Politics, institutions and media influences the society of a nation and a community which affects our perspective of how we see other people and culture in certain environment. Images and stereotypes of other cultures are mediated by societies and media. This is why we need to consider the new people we meet as they are instead of through the reflection of stereotypes. Therefore essential is not to make judgments and let preoccupations affect our attitude towards other culture and people coming from it in a situation where the culture is unknown beforehand. Important is to leave the stereotypical images and prejudices aside and try to consider the other with open view and alternative aspect. (Holliday, Hyde and Kullman 2004, 36-41, 187, 195.)

Gesteland (2002) presents a division between cultures. He claims that there are three different types of cultures:

1. *Deal-focused*: An open-minded behavior with strangers, direct approach, when communicating the priority is clarity of understanding, rather non face-to-face communication, written agreements are preferred.
2. *Moderately deal-focused*: Mixture of deal-focused and Relationship-focused.

3. *Relationship-focused*: Reluctant behavior with strangers, indirect communication, to build trust takes time, essential is to maintain harmony and avoid conflicts, face-to-face contact preferred, relationships are important.

According to Gesteland (2002) Finland is deal-focused and Africa is relationship-focused cultures. People in Africa value relationships with people they know, and strangers they take suspiciously. Therefore it is essential to have contacts before dealing with them. In practice it means that you build up trust and relationship between people you are dealing with through introductions. The more you show interest to them, the better. Relationship-focused cultures respect contacts, especially face-to-face, and this also helps to make connections and relations to African people. (Gesteland 2002, 19-28.)

There are certain manners in each country and each culture which people have learned during their lives. These manners might be totally different when abroad, but there is no special “international etiquette” to learn. Though it is good to understand some particular manners of the culture you enter. Important is to adapt yourself to another culture and learn from others how to behave, so the rate of misunderstandings may go down. (Lewis 2006, 81-82; Pietilä 2010, 207-208.)

According to Lewis (2006) each culture has certain strengths, but also insights and blind spots which may effect to persons’ ability to work in an international team. Finns’ insights are common sense and accuracy and blind spots are small talk and difficulty to understand why people from other culture say one thing and do another; Africans’ insights are warmth, colorful and humor but as blind spot they have organizational skills. (Lewis 2006, 135-137.)

Cultural groups organize themselves in various ways, unlike societies. Society’s objectives are gained through organizing, adapting and reorganizing. Cultural groups take into consideration authority, power, cooperation, aims, results and satisfaction in many different ways and through the special manners they have (Lewis 2006, 106). According to Lewis (2006) Africans are formal when in official meetings. They dress up nicely and expect hierarchical treatment from others, too. Africans tend to use small talk and socializing, and it is better to let them decide when to get in to the business. They expect warmth, kindness, sympathy and practical help (Lewis 2006, 571-574).

According to Marx (2001) the biggest challenge in interaction with other people with different cultural background is to really understand the other's culture. This means to know some specific manners and characteristics of other culture before entering the other culture. For example manners, dress code, scheduling and religion are the kind of issues that should be taken into consideration when interacting with people from other cultures. In addition to these there are values, beliefs and norms that people respect in their behavior. Religion and values are in essential role of Africans' lives. Some special characteristics arise from these two, and they are there in everyday life. Dancing, music, hugging, handshaking and expressions are common as cultural identification in African context. (Marx 2001, 42-44; Lewis 2006, 565-569).

Relationships with people from another culture are built up with experience working in an international environment. This reduces misunderstandings when interacting with them. When we talk about Finnish and African cultures, the Finns are more likely to adapt African culture, but the African have difficulties to adapt Finnish culture mainly because of their powerful hierarchical system in their culture. To develop better relationship it is essential to deepen insights to other's culture and to adopt themselves to it. Adaptation helps to understand more deeply the other cultural attitudes and backgrounds. (Lewis 2006, 28.)

According to Lewis (2006) Africans are willing to express themselves in dramatic way, and they are emphasizing their point of view by body language. Body language is essential for Africans, and they rely on it to emphasize what they actually mean especially in situations when one's feelings are concerned. In comparison, body language is not that important for Finns, and they are not familiar to use body language to emphasize the meaning. These differences in communication may bring out challenges in interaction situations between Finnish and African cultures. (Lewis 2006, 157-158.)

Africans prefer face-to-face communication situations and they are not comfortable when communicating through phones or other means. Ability to communicate through computers and phones is not familiar to Africans. They prefer having discussions and interaction in face-to-face situations. In addition Africans prevent confrontations by using soft voice (Lewis 2006, 570).

Ochieng and Price (2009) made a research about multicultural teams in Kenya and UK. This research revealed that project team members should pay attention to the vocal and facial communication when interacting and delivering a message to the other person. The research suggested that the team manager should listen and give feedback, respond to issues arisen, as well as focus on communication with trust, honesty and respect for others. This research also revealed that there are difficulties of getting the message through to team members. (Ochieng et al. 2009.)

Language plays an important role in communication. The most common issue when communicating with Africans is the language gap. It may become a major problem because one word may have totally different meaning in different languages. Also mumbling, pronunciation and voice may mislead the discussion and the message. In order to manage this language gap between cultures it is essential to have a deepened knowledge of communication. Especially, the manager of the team should have good communication skills. Also the knowledge and awareness of the other culture leads the way to success. (Ochieng et al. 2009, 457.)

When working in an international team, it is essential to keep in mind the national and cultural characteristics of others. This enables to manage the team better and helps to build trust between people from different cultures working together. Managers should set clear aims and goals through clear instructions for each step during the work. (Lewis 2006, 144-145.)

3.2.2 Intercultural communication challenges

When communicating and interacting with people from other cultures there may appear different behavior when interacting with each other. How people talk, act and behave. People from Africa may act differently with European people and vice versa in a situation where people are not in the familiar ground of their own culture. This is not seen as subculture and not either evident culture where people come from, but extended culture from both. The insights and behavior seen in individuals coming from a different culture interact with the culture they bring with them and the other culture they encounter. (Holliday 2004, 28-29.)

According to Ochieng et al. (2009, 451) communication is a social process of interaction between individuals. Communication is therefore a process by which individuals share and exchange thoughts and knowledge. An essential aspect in communication is the skills of the speaker as well as the listening skills of the interlocutor. There are possibilities for misunderstandings between cultures. What you mean may not be the same how the listener understands. Different styles of speaking and using words might end up to misunderstandings. (Lewis 2006, 66-69; Ochieng et al. 2009, 451).

Pearson and Nelson (2003) present choices which communication involves. There are verbal, non-verbal and behavioral aspects, choice of channels used, characteristics of the communicator, relationship between communicators, characteristics of the audience and the situation in which the communication occurs. All these choices and aspects influence the communication between individuals and may come difficulties and challenges in communication situations. (Pearson et al. 2003.)

When interacting with different people, communication and gathering information is essential. Finns are better listeners and carefully considerate what other party is saying. Comparing to Finns, African people are more dialogue-oriented and are willing to discuss more. Through these communication ways Finns and Africans gather information and knowledge how to work with each other. (Lewis 2006, 48-51.)

Holliday et al. (2004) present how people should behave, talk and act when communicating with people from another culture. First they emphasize not to act through prejudices when responding to other people. It is not appropriate to assume how other cultures are. Therefore it is better to appreciate other cultures as they are. To know the other culture makes it easier to communicate with the people from that culture. In intercultural interaction situation people should respect what other people say about their culture. Individual's behavior should not be generalized. On the other hand Lewis (2006, 24) states that generalizing behavior and characteristics is acceptable, but stereotyping them is dangerous. Information got from one person is not valid information about the whole culture. This is because we are individuals and one person's behavior, way of talking and acting cannot be assumed to present the whole culture. The information got from one person from other culture is a personal observation. (Holliday et al. 2004, 10-15; Lewis 2006, 24.)

When communicating with people from different cultural background, we should try to understand people before communicating with them. It is easy to get misled and misunderstood by our own preconceptions. It is important to remember not to think that people belong to a cultural group before actually knowing it. We should not presume that she or he is something less or more than she or he really is. Hence, stereotyping and prejudices are undesirable in intercultural communication. (Holliday et al. 2004, 21-25.)

Every person is an individual and part of different cultural groups. In each cultural group they may interact in various ways. To be part of a nation does not identify you belonging to only that cultural group. Because an individual represents several cultural groups they are in fact unique individuals in cultural identities. Holliday et al. (2004, 18) presents ideology of identity card, which everyone has. They say that people have been given certain identity cards that everyone is able to play in different situations according to communication and interaction with people. People cannot choose their ethnicity or sex, but they are able to choose "...how to play the hand of cards that have been dealt" (Holliday et al. 2004, 18). People are not only part of a culture but they are doing the culture when communicating with other people. In other words, in a situation individuals are playing a specific identity card. (Holliday et al. 2004, 17-18.)

Unfortunately, very often in cultural exchange, people form prejudices and stereotypes of the other. Interaction with people coming from a different culture is influenced by the environment where interaction happens and your own preoccupations. It is important to be aware of your own preoccupations to be able to understand the other. When recognizing your own opinions and behavior towards the new culture it is easier to start learning and start the adaptation processes. Another important aspect is to learn to deal with the new culture as well as cope with the new cultural situations. According to Pietilä (2010) this is called acculturation, and with adaptation and learning processes the successful intercultural communication is gained. It is essential to understand oneself to be able take a closer look to each section required in intercultural communication situations (Holliday et al. 2004, 25-29; Pietilä 2010, 21-41.)

We may see other cultures and behavior as negative, but to see the other culture with openness might help us to see the other culture less negative. One's own culture is usually considered as the only correct culture and we tend to defend the norms, characteristics and manners from our own culture. On the other hand the other culture might be

seen as mistaken and wrong. To see other cultural behavior in a negative light is perhaps a natural reaction, and usually because of this we make judgments of other culture more often. (Holliday et al. 2004, 189.)

It is important to respect your own culture and cultural identity when communicating with others, as well as to appreciate cultural and personal identity of others. Communication between people from different cultures and learning from the communication situation deepen the understanding of the other party. This is an adaptation process which leads to success in intercultural communication situations. (Holliday et al. 2004, 18-19; Pietilä 2010, 21-39.)

According to Holliday et al. (2004) interaction between cultures requires carefulness of what people say. Special attention should be in the words people use to take into account other people feelings. Unconsidered words and language used in communication situation as well as categorizing and presuming easily leads to misunderstandings. Special attention should therefore be paid on our own behavior and language. Previous experiences or events should not have an effect on new situation. Naturally, experiences in the past affects our future experiences of a similar event, but one should be able to leave out the negative things and focus more on the present situation and experience. (Holliday et al. 2004, 30-35, 198.)

Good intercultural communication is based on the fact that individuals are sensitive and understand other persons' productions. Understanding others' cultural identity and how it has developed when communicating with us is essential in interaction situation between cultures. To understand and be aware of the other culture eases the interactions between cultures. The interaction is more relaxed. Another benefit of learning the other culture is that at the same time learning of the other we learn new aspects of our own culture. (Holliday et al. 2004, 18-19; Storti 2007, 109-111; Pietilä 2010, 222.)

4 METHODOLOGY AND RESEARCH PROCESS

4.1 Qualitative approach

Qualitative research includes analyzing unstructured data. Qualitative research aims to understanding of phenomena and answers to practical questions (Qualitative data analysis 2013). Qualitative research is a method which enables the researcher to interview chosen individuals (Virsta 2013).

The structure of the interviews is usually unformed, open questions or themes. Qualitative research does not usually have strict and structured plan which to follow, but it gives the researcher options and freedom to deliver the research. Qualitative research aims to primary type of data which may be collected by interviews and observation. (Eriksson and Kovalainen 2008, 26-77.)

Qualitative approach is general way of thinking about conducting qualitative research (Research methods 2013). Therefore qualitative approach is suitable for this research. In addition, the qualitative approach gives possibility to unpredicted but essential information of the topic chosen.

4.2 Data collecting methods

This case study is aiming for primary type of data. Therefore data has been collected by interviews and observation by the researcher herself. According to Ghauri (1995, 39) interview is one way to collect primary data.

The researcher is using interview as the main data collecting method. Interview is a good way to deepen the information available of the intensive course of TEMBO project and intercultural aspects in different projects. It is relevant and essential to gather data from interviewee's experiences. In this way the author tries to find out the challenges and problems that occur in international projects.

According to Easterby-Smith et al. (2002) there is flexibility present when using semi-structured interview. It gives the interviewee a possibility to include some additional information when the situation of interview acquires more details. This means that the interviewee is able to give additional information which is relevant to the topic, as well as to have conversation with the interviewer.

The interviews were delivered more in a flexible and open way between interviewee and interviewer, so that it was more like a conversation. This is why the author used a term of semi-structured interview. Semi-structured interview has a structure and questions decided at advance, but it allows flexibility to unstructured and not at advance planned questions (Hair, Babin, Money and Samouel 2003, 135).

Semi-structured interviews as data collecting method ensure rich outcome and result. It enables the researcher to ask related questions that were not planned beforehand. These new questions may end up resulting unexpected, insightful and relevant information (Hair et al. 2003, 135). According to this statement, semi-structured interview is suitable for this research topic and questions. It gives the researcher get as much information related to the topic as possible. This also might give new insights and bring out more information about essential aspects the researcher is aiming for. (Easterby-Smith et al. 2002, 85-87.)

These new insights may also help the researcher to develop better guidelines for the next project management in case TEMBO. All of the planned questions were not necessary to ask when delivering the interviews for this research, because the discussion and the answers to the questions planned beforehand lead to some other and new insights. Therefore some of the questions shown in the interview questions appendix 1 were left out from the interviews. This occurred in both interviews.

Research design includes an overall view of the method used in a research. As well it includes the reason for the choice of using the method. When using interviews it is essential to carefully consider all the issues according to the method and the objectives of the research (Saunders et al. 2009, 43). When using interviews as data collecting method it is essential to ask the right questions from the interviewees. According to Eriksson et al. (2008, 84-86), the researcher must keep the questions as simple as possible, and

form them so that they are not too difficult to answer. The questions should not be leading to precise answers.

According to Ghauri et al. (1995, 39-40) the researcher will achieve accurate and valid data by delivering personal, face-to-face interviews. Based on this statement the researcher of this study wanted to deliver the interviews in face-to-face situation to ensure that the most important aspects will be pointed out. Researcher was able to modify the questions based on the interviewees' answers. Interview was relevant way to collect the data because the interviewees had personal experience about international projects. Because of their experience, the data reveals practical tips for international projects.

Semi-structured interview is a qualitative research method and used in this research to collect data. In this case the data is collected by interviews and observation by the researcher of this thesis. Observation will give specific insights of the TEMBO project. The researcher participated the TEMBO project and was an assistant to the project manager. Therefore the observation will give valid information for delivering the guidelines. The research is made by interviews; therefore the planning of the questions presented in the interviews has to plan and execute carefully. The interview questions seek the answer for successful project management. In addition, the research lists the main challenges that might occur in international projects.

The interviewer was able to modify the questions according to the answers of the interviewees. The questions planned in advance included questions of projects in general, project management and team members, cultural effects in projects and intercultural communication in projects. See the questions in appendix number 1. (Eriksson et al. 2008, 84-86.)

4.3 Interviewees

According to Saunders et. al. (2009, 43) the researcher must explain who to interview and why these people have been chosen to be the interviewees. In addition she or he has to include where the interview has taken place and why that place has been suitable place. The interviewees for the present research were selected because they both had experience of international projects and recent activity and interaction with African pro-

ject groups. Both interviews were done in Finnish because the interviewees and the interviewer were Finnish. The interviews were taken place in TAMK premises because that was the most suitable place for everyone.

First interviewee was Ms Nokso-Koivisto. She has been working in Nokia Siemens Networks and works nowadays in department of communications technology. She has been working in England for seven years in different projects and in addition to this she has been working also in Denmark. In her work at Nokia Nokso-Koivisto has been in many different projects as a coordinator. Nokso-Koivisto went to Tanzania because her husband was working there. During that time she created her contact network in Dar Es Salaam.

At the turn of the 2000 the Department of Computer Systems of University of Dar Es Salam was founded. When this department started Nokso-Koivisto was willing to see operations especially because it was her field of work. She established lots of contacts during her stay in Africa. She was amazed of the amount of electronic devices which were maybe better than she had had in her work place in Finland. The only problem is that electricity and network did not work in Tanzania as well as in Finland and Tanzanians did not have the knowledge to overcome these problems. The knowledge of using these devices and repair them was weak.

While in Tanzania Nokso-Koivisto found out the possibilities to implement project model, and to develop and spread the knowledge in the field of technology. She started to be in contact with the University. At that point the project started in cooperation with the University of Dar Es Salaam. The project got financial support from an organization from Tampere Region. Based on voluntary work they designed and build up supporting project. Nokso-Koivisto has been founding and developing this project from the beginning. She has designed the whole project with Tanzanians.

The first project supported another pilot project called E-learning for rural secondary schools. The idea of this project was to bring new technology as part of teaching methods in rural secondary schools in Tanzania. Ministry of Education had assigned this project to University of Dar Es Salaam. This was done because there were many schools outside cities with poor knowledge of basic education system. The level of teaching and

basic education is low because of lack of resources. Probably information society around the world has an effect on Africa being different in education point of view.

The aim of Nokso-Koivisto's project was to support this pilot project of University of Dar Es Salaam. The objective of Nokso-Koivisto's project was to help the project of university of Dar Es Salaam to reach their project aims. Nokso-Koivisto's project organized lectures and support from Finland to help the project group in Tanzania.

The second interviewee was Timo Leppäkoski. He is a lecturer in tourism and business at Tampere University of Applied Sciences in Ikaalinen. He was one of the teacher members of the TEMBO project group. Leppäkoski was a relevant person to be interviewed because he had specific information and experience of TEMBO project. He has also been involved in other international projects. He has worked in a tourism enterprise for 30 years in different management duties.

Leppäkoski participated in the TEMBO project's intensive course in Tanzania in August 2012 and therefore he had firsthand information for this research. During his career as a lecturer in TAMK he has also been in several short term projects. He has been involved for example in several exhibition projects and organizing customer events. Leppäkoski has been developing cooperation between a Danish University and TAMK.

When planning the intensive course of TEMBO Leppäkoski was supporting the idea of an innovation workshop. He had delivered some similar innovation workshops in previous projects. To interview Leppäkoski for this research was important in order to have specific information of project TEMBO.

The researcher of this study will also reflect her own experience as participant of the TEMBO project and the intensive course in Dar Es Salaam. The researcher is studying in the Degree Programme in Tourism at TAMK. She got involved with the TEMBO project in November 2011 when being a project assistant for organizing transportation and programme for representatives of TEMBO partner institutions from Africa. Three lecturers came for a visit to TAMK to meet the coordinator and other representatives of the project. They had meetings to plan the intensive course in Dar Es Salaam in August 2012. The researcher was an assistant of the coordinator of the TEMBO project and therefore the insights of the TEMBO project were quite important.

The researcher had been involved with the TEMBO project nearly a year and had good background knowledge of all the occasions the project had before and during the intensive course. She had been planning and implementing the project from the beginning and therefore the information gained was relevant and important when developing guidelines for the future TEMBO project. The observational data the researcher is pointing out will be seen in data analyzing chapter 5.

4.4 Data analyzing method

The grounded theory has been used as a method of data analyzing. Data gathered with semi-structured interviews is coded and categorized into themes (Qualitative data analysis 2013). The analyzing process requires thematic coding. Coding is done through themes and step by step focusing on special features that have risen from the interviews (Aronson 1994). According to Eriksson et al. (2008, 292) the grounded theory approach should be used in the analysis of qualitative research when the data is integrated with the theory.

The interviews were held in TAMK premises and were recorded both electronically and in hand-writing. This ensured that leakage of important issues did not occur. The interviews were made in Finnish language because both of the interviewees were native Finnish speakers. This was relatively easier for interviewees to reveal the most important insights of their experiences. After recording the interviews the researcher translated both interviews in to English. The strict translation may not be possible in every statement. Therefore some sentences may have different, but through translation, similar contents.

The semi-structured interviews pointed out special themes and these themes will form the order of the analysis section of the research. Themes may not be meaningful when viewed separately, but when gathering the collected data together they may form patterns which prove relation with each other and the theory. This way of analyzing will point out the most important issues that rose from the interviews. As well it will show the relation to the theory better.

The subchapters are named according to the themes raised and pointed out from the data collected from the interviews. The themes were formed based on recurrence of several issues that interviewees pointed out. As well the participant's observation of the case TEMBO supported the formatting of these themes.

The themes which rose from the interviews form the guidelines for project organizations, managers and coordinators. These themes will reveal the most important issues and challenges which must be considered when organizing an international project. Especially the analysis will form a guideline for TEMBO project but the main characters and themes will help any other international project in its operations.

The themes aroused from the interviews are as follows:

1. Demands for project team members
2. Planning and schedule
3. Importance of resources
4. External and internal impacts to project management
5. Intercultural communication and cultural aspects

The names of the themes are based on the aspects the interviewees pointed out as the most important issues in projects. As well these themes are mirrored with the theory and compared to the validity of them.

5 CHALLENGES IN INTERCULTURAL PROJECT MANAGEMENT

5.1 Demands for project team members

The core of a project is the people involved to implement the project aims and objectives so that the project will result successfully. Functional project team has a perfect mixture of characters and skills according to the project requirements. Project team must have a team leader and resources. Each team member has his/her own assignments' and duties along project life cycle of which the management is responsible. (Melton 2008, 84-88.)

To communicate and share information between the team members and management leads the way to accuracy. According to Ochieng et al. (2009) effective communication on projects is gained by setting clear rules, dividing responsibilities between team members and by ability to solve problems. Practical tools enable the team to work efficiently and on time. The manager should be able to recognize team members' contributions and support each member. As well they should work through team's recommendations with open and trustful attitude. Effective communication facilitates to manage expectations, misunderstandings and mistrust on the multicultural teams. (Lewis 2006 144-145; Ochieng and Price 2009, 455.)

Both interviewees agreed that the project team must be functional and have enough knowledge and special skills to support the success of the project. Nokso-Koivisto told that they got good resources from TAMK to their project. They got really good student group from ProAcademy department with required knowledge of technology. Nokso-Koivisto states:

“Business is new thing in Africa and the form of studying business in Finland is not accepted among Africans. They think it is wrong to use students as free workforce. In spite of this, young people and students got inspired by the business studying idea which TAMK is using in ProAcademy.”

Nokso-Koivisto said that their project team was excellent because they got people with good knowledge and know-how and especially they got this from TAMK's students.

Part of the project team members made voluntary work and that is why everyone was motivated. When people were inspired and interested then the project team had good possibilities to function successfully.

In TEMBO project the project team was working in Finland and in Tanzania. In Finland the project team made plans for the intensive course. In Tanzania the team worked together with Tanzanian and Namibian teachers and students. According to Leppäkoski it is important for each member of the project team to realize the responsibilities of each member. He emphasized that it should be clear for each member who is in charge of what. The duties and responsibilities of TEMBO project were clear when the intensive course in Dar Es Salaam was over. He also said that project team members must have determination, power, energy and motivation. The project team should include people of different characters, innovative people, disciplined and there should be a clear leader for the project.

Leppäkoski continued that the project team has an effect on every action during the project. The team has to fulfill all the previous characteristics; determination, power, energy and motivation. Each member must earn trust so that there is no need for other members to keep an eye on someone else in any circumstances. All the team members of the TEMBO project were irreplaceable during the intensive course in Tanzania, because each had their own responsibilities, which others were not sufficiently aware of.

The researcher agrees with the interviewees that it is important to have different kind of people involved in the project team. It is essential to have people with different specialties and know-how. In case TEMBO the team had knowledge of business, innovation and teamwork. Each member of the project team had their responsibilities in the field they knew the most.

Both interviewees agreed that it is essential to have certain kind of people to be involved in the project team. The members must have special skills and characteristics the project requires to enhance the project progress. Motivation is one of the special features which both interviewees underlined. The project operates better when people are motivated to work. The limitations and responsibilities are important and essential for everyone to know.

All these arguments support the theory of project and specifically importance of project team members. Table 1 indicates the demands for project team members. These aspects are the results from the research and collected into the table below.

DEMANDS FOR PROJECT TEAM MEMBERS	
Theory	<ul style="list-style-type: none"> • Characteristics of the team members • Leader of the project • Responsibilities • Resources
Interviewee 1	<ul style="list-style-type: none"> • Required know-how • Inspiration • Motivation • Functionality
Interviewee 2	<ul style="list-style-type: none"> • Clear responsibilities • Determination • Characteristics of the team members • Leader • Trust between team members
Researcher	<ul style="list-style-type: none"> • Specialities • Know-how • Responsibilities

TABLE 1. Demands for project team members.

5.2 Planning and schedule

When operating within the project resources set, planning is essential in order to reach the aims of the project. According to Nokso-Koivisto her experience of participating a project in Denmark, the culture gave its own challenge. This project had aims and schedules, but she was the one who managed the actions so that the aims were reached.

“In Finland we are more flexible and we do not stare at the instructions that much.”
(Nokso-Koivisto 2013)

According to Nokso-Koivisto, culture does not support systematic execution of a project in Tanzania. Project planning must be done and after that activities executed according to the plan. Project team from Finland knew that and planned the project according to the certain elements. During three years they got new people to the project team which affected the project and planning. The project team of the University of Dar

Es Salaam in Tanzania noticed that project was a very good way to operate and plan development, and therefore they asked education for project management. They were willing to have more know-how after they noticed that it worked well. She said that she went to Tanzania to ask more information about the project aims and objectives, but got only the budget of the project. They thought that the budget is the plan. In Tanzania people that were involved in the project did not understand the difference between aims and budget. They were not told about the function of the project. The most important thing for them was to interact with other people.

“Project must have aims to be even called a project and they did not understand this. The idea of project design was different. They did not know how to plan and they thought that the budget was the plan. The aim is important in the sense that they can organize something to work together.” (Nokso-Koivisto 2013)

Beforehand it was suspected that things will not happen as planned and wanted. They had to leave some space and time for changes in the plan. They got extra foundation from Ministry of Tanzania when the project expanded. They had a budget for the trips there and back and vice versa, but then there were more trips done so they had to get more money. They had to prepare themselves for changes. Three year's project was quite a long period of time. The near future had to be planned but there had to be left flexibility in the end of the project. Beforehand they knew that the schedules will not hold and there will be changes to the plans. Especially because of this they had to prepare for these changes.

Nokso-Koivisto summarized that often the schedule for a project is quite tight and there is a need to balance with it to keep to the schedule. Important is to prioritize whether to focus to the contents or quality. The aim of Nokso-Koivisto's project was that the project of the University of Dar Es Salaam would succeed and it was difficult to measure. It is important in development cooperation projects that the project will have continuum. It is also important that the operations will not stop when the project ends - the operations continues the journey. Also the contact network, which Nokso-Koivisto gained during her stay in Tanzania before her project started, had been one of the most important things.

In Leppäkoski's opinion the schedule is important – the better the schedule in advance the more certain the project will succeed. He emphasized the importance of the schedule and other responsibilities:

“The train is moving all the time and the date of performing the planned project comes closer and closer. Reparations afterwards are impossible.” (Leppäkoski 2013)

Rarely there is exactly the same kind of project coming up but the experiences gained can be utilized in similar projects. If a similar project is done again, at least the preparations are done differently and that way the project is different. Leppäkoski pointed out the aspects that should be considered when planning a project: the description has to be done properly, the purpose of the project has to be defined clearly and how the project is planned to proceed has to be described clearly. These all must be done to be able to evaluate and look back how everything has gone – well or poorly. Leppäkoski stated that he is not that good to stick into schedules but he emphasized the importance of their existence.

When working in Finland, we are used to accuracy when talking about schedules. Schedules are very important for projects to progress in Finland. Leppäkoski agreed with the theory that the schedule is the strict line for achieving results in projects, when Nokso-Koivisto said that in Tanzania schedules did not hold and they were not that important as the interaction between people. Even though projects are seen as good ways of working towards development, it may not be the only reason to set up a project. To hold on schedules and time boundaries is not important in Africa. If the project takes more time than planned, it does not have substantial influence on project result. In Finland it may be opposite and probably this is why Nokso-Koivisto found this as a cultural issue.

According to the experience of the researcher, planning takes a lot of time, especially, when people have many other things to do at the same time. In case TEMBO we had problems when setting up meetings because the timetables of each member did not fit together. Even though the situation of each member of the project team was different and there may have been difficulties to organize schedules and meetings, the planning process should have been done better and more precisely. Naturally, people had many other things to do, but in researcher's opinion when managing and implementing any

project there should be better resources to set up meetings and clear lines, who is in charge of what and when.

Nokso-Koivisto did not agree the theory of scheduling the project in details, because of her personal experience operating in the project with Tanzanian people. The schedule and timetable did not hold there and there were several practical issues for explaining this. The traffic affected people not showing up on time for meetings. The internet connections and electricity did not work when needed which had an effect on project progress. The theory is correct in the sense that there has to be flexibility in projects and especially in international projects there should be even more. Table 2 shows the challenges that planning and scheduling of a project have. It also indicates the requirements for planning and scheduling.

PLANNING AND SCHEDULE		
	Challenges	Requirements
Theory	<ul style="list-style-type: none"> • Estimation of duration • Demands of stakeholders • Organizational impacts 	<ul style="list-style-type: none"> • Resources • Aims • Management decisions in advance • Flexibility
Interviewee 1	<ul style="list-style-type: none"> • Cultural challenges (importance varies through cultures) • Time period • Prepare for team member changes • Prepare for changes • Prioritize the focus areas 	<ul style="list-style-type: none"> • Aims
Interviewee 2	<ul style="list-style-type: none"> • Team members' other activities may bring challenges to scheduling (e.g. meetings) 	<ul style="list-style-type: none"> • Proper description of the project • Definition and procedures of the project
Researcher	<ul style="list-style-type: none"> • Scheduling is difficult according to peoples' timetables 	<ul style="list-style-type: none"> • Planning requires a lot of time • Responsibilities clear in planning phase

TABLE 2. Challenges and requirements for project planning and scheduling.

5.3 Importance of resources

Each project must have certain resources. The kind resources the specific type of project requires. Project may fail if these important pieces are not put together and effectively managed. Resources contain people, finance, stakeholders, scope and time. Each member of the project team should be aware of these resources to ensure the information dissemination. (Melton 2008, 73-75.)

When organizing and managing a project of any kind, the project will not exist without resources. The data collected through the interviews pointed out that the aims and objectives of the project will not be reached without resources. Also it is important that each member of the project team and each stakeholder are aware of the resources that the project has.

In Nokso-Koivisto's point of view is that if you make a project from an organization they will give the resources for the project. Without resources it is difficult to proceed. Resources are really important in successfulness point of view.

“If we think on average, to gain the aims is the most important thing and the aims are the productions, and they will fulfill the demands that the end users have.”(Nokso-Koivisto 2013)

Leppäkoski commented that usually there is a lot more information available of the backgrounds of the projects. In TEMBO project he felt that the project team jumped into a moving train.

“If it was possible there should be given more information of the resources to the project group. It was like a jump into unknown. If we could make the project again, the project team would have been excellent. There was too little information.” (Leppäkoski 2013)

He also emphasized that the aims and objectives should be defined carefully beforehand in order to evaluate the results and afterwards to know if the project filled the aims and objectives. This should be done as specifically as possible. It is important that the team members accept all the aims and resources set. A project cannot be implemented in

frames of too little time and money. Leppäkoski commented that common rules are required and that responsibilities and freedoms must be cleared out.

“Even though we were students and teachers going to the intensive course still the status of each member was different. Statuses may change during a project. In our case we were not the same students and teachers in Tanzania – we were coaches of innovation workshop. The fact that everyone did their own job well and there was no need for keeping an eye on someone, might have been the reason why the project was successful. Every member was equal and gave each other freedom. There was a need for the project team to know the time resources the project has. It was also essential to announce the relation and status towards the team so that there was no room for misunderstandings and expectations one way or another.” (Leppäkoski 2013)

Theory claimed that without resources there is no project and both interviewees agreed this statement. Especially, Leppäkoski stated that it is essential that the project team is aware of the resources the project has. In case TEMBO there were too little information available for the team members and project team members. The knowledge of the background of the project is also important. The responsibilities must be acknowledged and the team must be given the boundaries in time and money.

When organizing a project in which the planning is done in Finland and the execution is in Africa, people should be aware of the cultural differences. Especially for those who have no experience of other cultures. In case TEMBO the Finnish project team did not know that the intensive course was coordinated by them. In other words, the project team in Finland did not have enough information of the background of the project. The project team went to Tanzania believing that people from the University of Dar Es Salaam would be hosts and would be responsible of running matters. The Finnish project team faced some difficulties because of this misunderstanding.

To prevent misunderstandings it is essential to inform project team members of the resources and responsibilities. Nokso-Koivisto pointed out that it is also important to remember the flexible atmosphere when operating and interacting with African people. Many different people were involved in the beginning of the project but when being closer to the end of the project people had changed. This gave its' own challenges to their project group. Table 3 indicates the importance of resources for a project.

IMPORTANCE OF RESOURCES	
Theory	<ul style="list-style-type: none"> • Awareness of resources: people, finance, stakeholders, scope, time • Enough information • No resources - no project
Interviewee 1	<ul style="list-style-type: none"> • Resources lead to project success
Interviewee 2	<ul style="list-style-type: none"> • Information of the resources • Clear definition of aims and objectives • Enough time and money for implementation • Common rules
Researcher	<ul style="list-style-type: none"> • Background information • Awareness of the responsibilities

TABLE 3. The importance of project resources.

5.4 External and internal conditions to project management

There are several things that make the project management challenging, especially in international projects. Because a project is unique and never done before with the people who might have not operated with similar activities, it is challenging to manage the project. There are several people and stakeholders involved and all of them have their own expectations and demands for the project. Communication is also one issue which challenges the project management. Anticipation in communication management helps the project management to ensure proper project completion. (Horine 2005, 13-15.)

According to Nokso-Koivisto it brings challenges and interest into the project when people are culturally, geographically and linguistically far away from each other. Computers may cause lots of problems and challenges in Tanzania. Internet connections and electricity cuts happen often and easily. Because of this Nokso-Koivisto's project tried to teach Tanzanian people how to face and overcome these problems. In cities they have nowadays quite good function in electricity but in countryside people face problems more often. Generators help but it's not the same as normal electricity network. In Tanzania they use water power but if there is a dry season they face problems. Nokso-Koivisto told of their project group's experience in Tanzania:

“Electricity and Internet connections went down during web-training. Know-how and knowledge helped in that situation. One big issue was the traffic; people needed to be in a car for hours even for a short distance. They are having construction projects but the traffic is growing faster than they are able to build roads. Surprises will always come along and also positive ones and these positive impacts show that the project is successful.”

Practical issues are affecting on the project progression quite much. This means more challenges for the management of the project if the project team is not seeing each other. More is done when people are interacting, but to be able to operate in face-to-face situations requires more resources and this means bigger financial budget.

During the intensive course there were not that many problems caused by communication in TEMBO project. This was because of positive atmosphere among Tanzanian, Namibian and Finnish members. The lack of information from the management of the project caused some problems when being in Tanzania. Lots of valid information had not been said to the project group who travelled to Tanzania. Therefore the project team faced some difficult situations which were caused by financial issues. Money is one of the major issues when coordinating a project. The management of TEMBO project was in Finland and therefore the money issues should be clear for people involved in the project before entering the host country.

One major problem arose when the Finnish project group was still in Finland. The scheduling of the intensive course was not finished two weeks before the course should have started. In Tanzania the representative of the hosting institution assumed that everything connected to the intensive course would be coordinated and organized from Finland. Our project team did not know this and therefore this misunderstanding challenged the project team in Finland, when having only two weeks' time to plan the schedule for the whole intensive course.

The impacts to project management are either internal or external. Nokso-Koivisto saw the external impacts most challenging when the researcher thought the internal issues are the most challenging. Table 4 indicates the external and internal impacts to project management.

EXTERNAL AND INTERNAL CONDITIONS TO PROJECT MANAGEMENT		
	External:	Internal:
Theory	<ul style="list-style-type: none"> • Cultural issues and differences • Resources 	<ul style="list-style-type: none"> • Uniqueness of the project • Resources • Atmosphere among project team • Activities and operations during the project • Communication
Interviewee 1	<ul style="list-style-type: none"> • Culture • Geographic distance (Finland and Tanzania) • Language • Practicality in Africa 	
Interviewee 2	<ul style="list-style-type: none"> • Practicality in Africa • Finance 	<ul style="list-style-type: none"> • Face-to-face interaction preferred • Requires flexibility and know-how
Researcher	<ul style="list-style-type: none"> • Responsibilities • Awareness of culture and project • Misunderstandings 	

TABLE 4. External and internal conditions to project management.

5.5 Intercultural communication and cultural aspects

Intercultural communication emphasizes communication which takes place between people from different cultural backgrounds or when cultural communication patterns contact one another (Pietilä 2010, 53). When talking about interaction in multicultural team, one may assume that all the interaction has not applied in face-to-face situations. Some parts of the work are done through phone calls or via Internet. This interaction may be long-distance communication, and when working at a distance there is a risk of confusion, misunderstandings and mistrust. As stated earlier, Africans prefer face-to-face interaction and relationships rather than not face-to-face interaction. In addition to these problems the whole context concerned might disappear. (Lewis 2006, 149-151.)

Various researches reveal that best project performance is gained through full integration and alignments with project objectives. According to Ochieng et al. (2009) several authors have agreed that the location of the project environment and the geographical distance between two or more cultures working together arise difficulties and communication challenges. Multicultural project team might face difficulties gaining trust and confidence when lacking face-to-face communication and the loss of non-verbal signs.

This is unfortunately probable in multicultural teams. Shared understanding is gained through positive atmosphere and trust between the team members. This also leads to better performance and team effectiveness. To manage the differences and conflicts between the cultures interacting together is seen the most common challenge. (Ochieng 2009, 449-452.)

During the project in cooperation with the University of Dar Es Salaam, Nokso-Koivisto and her project team made several visits from Finland to Tanzania and vice versa. Usually these visits lasted from two to four months. The visits contained mostly teaching and spreading knowledge. During these visits Finnish team members noticed that Africans did not admit if they were wrong. Africans did not ask easily if they did not understand something. When Nokso-Koivisto started the project the project management was familiar with the project team. Later on culture and other new aspects came along as new elements for the project team. Nokso-Koivisto told of her experiences:

“The most important is the cooperation, because when working together people will understand better what someone has said or taught. The one who is teaching will notice what must be said and done because then the knowledge will get through easier. When this e-learning project started three people from Tanzania visited Finland and cleared out what their project was about. There were specialists from Finland listening their project description in the meeting. During the visit we solved the aims and objectives of our project together.”

Nokso-Koivisto mentioned that the target-oriented activity is not the most important thing. According to her experience, concept of time is totally different. During a long term project may happen many things that affect the project activities.

“For example someone may die from the project team which slows down the project itself. These require ability to react fast and you must be aware of things happening around you and react according to them. Good example of this cultural difference is a boat example: in Africa boats do not leave before they have arrived and they had been filled again.”(Nokso-Koivisto 2013)

The project team of Nokso-Koivisto tried to meet once a month in Finland where they had the project management team. The project coordinating team was in Tanzania, and this coordinating team gathered every time when someone from Finland was visiting there. When no one from the Finnish project team was visiting there, the progress of the project was slow. Hence, the project proceeded more when someone from Finland was visiting Tanzania. Nokso-Koivisto told about her experiences of cultural differences:

“Project procedures were bureaucratic. Hierarchy was already seen in meeting rooms. They had massive seats for the ones who were in charge of the meeting and the memos of the meetings were very official. But because they lead the meeting you could not affect how everything went and it was important to respect their working methods.” (Nokso-Koivisto 2013)

According to Nokso-Koivisto people act differently in Africa and they do not look the clock. They first check the situation and act according to that. They do things as they have always done and it is not desirable to do things in a new way and see to the future. In Finland we look always forward not backward. Important point in Tanzania is the interaction between people and the contact with them. In Finland the most important thing is the aim. If things proceed in Tanzania it is good, but that is not the most important thing. If they have agreed that something happens at ten o'clock, it will not happen at that time. Finns on the other hand are always on time. This all rises from the way of thinking and habits and behavior come from the way of thinking in a culture.

“The most important thing is to have contacts and how you make them. The aim is not important but the interaction with the people there is. Integration with the people is essential there. When you are accepted and you have enough contacts then it is a good thing and easier to work there and with them.” (Nokso-Koivisto 2013)

In Leppäkoski's opinion the communication between Finnish and Tanzanian cultures worked quite well. Tanzanian people were quite flexible. Each participant of the intensive course stood on the same line which made the intensive course work well. Culturally Tanzania has hierarchical atmosphere. Teachers' behavior towards students compared to Finnish was hierarchical.

“Quite courageously we gave freedom to our students. I think other groups would have done the same way. In my opinion it was great of us we took students with and gave them real work.” (Leppäkoski 2013)

Leppäkoski stated that there were not that many cultural aspects that affected the project procedures. Nokso-Koivisto claimed that the procedures in Tanzania were different and the hierarchy was seen in meetings. As well she stated that the hierarchy was seen among Tanzanian people but this did not have an effect on the project itself.

The researcher agrees with the interviewees that the hierarchy was seen during the project and intensive course in Tanzania. The biggest problems arose when trying to get more information of project details from the representatives of the University of Dar Es Salaam. Through flexibility and calmness of both parties, this problem was solved. Again we come to the point where the specific characteristics, e.g. motivation and know-how, of project team have enormous effect on how the project will progress.

The theory claimed that Finns are deal-focused and Africans are relationship-focused. This also had an effect on the misunderstandings the team members in TEMBO project had. In addition, stereotypes effect on the way of thinking of the other culture, which may lead to categorizing and presuming. This may lead to misunderstandings in international projects. Therefore essential is to pay attention to own behavior and language.

Practical issues and cultural differences bring out challenges and these challenges require flexibility and know-how from the project team members. Cultural aspects and differences may slow down the project and proceed through the manners and cultural behavior of the Africans. Table 5 shows the positive and negative aspects of intercultural communication and culture.

INTERCULTURAL COMMUNICATION AND CULTURAL ASPECTS		
	Positive:	Negative:
Theory	<ul style="list-style-type: none"> • Africans prefer face-to-face interaction and relationships • Project environment • Understanding, positive atmosphere and trust leads to better performance and team effectiveness • Manager should set clear aims, goals and instructions 	<ul style="list-style-type: none"> • Misunderstandings and mistrust • Risk of confusion • Geographical distance arise communication challenges • Cultural differences and conflicts • Stereotypes
Interviewee 1	<ul style="list-style-type: none"> • Cooperation is important • Interaction and face-to-face situations leads to progress of a project • Respect of Africans' working methods • Interaction is the most important thing 	<ul style="list-style-type: none"> • Africans' denial of being wrong • Time concept is different between the Finnish and African cultures • Bureaucracy and hierarchy
Interviewee 2	<ul style="list-style-type: none"> • Africans are flexible • No too many aspects that affect the project procedures 	<ul style="list-style-type: none"> • Africans have more hierarchical atmosphere • Lack of information
Researcher	<ul style="list-style-type: none"> • Characters of team members help to overcome challenges 	<ul style="list-style-type: none"> • Lack of information • Hierarchy

TABLE 5. Intercultural communication and cultural aspects.

6 SUMMARY AND EVALUATION OF THE RESEARCH

6.1 Guidelines for international projects

The purpose of this research was to find out the main challenges in international projects and provide guidelines for project managers and organizations. These guidelines show how to face some challenges and improve project actions. The research was done by implementing the theories of project management and intercultural communication to the data collected by interviews and the researchers experience being a project assistant in the TEMBO project. This emphasizes and reveals the communication challenges and problems in international interactions more deeply. The theories used in this research help to develop cooperation programmes between the participating universities of the TEMBO project. An important and major challenge in international management is the knowledge of the other culture. The research revealed special features and aspects of international projects of which underlined in this case was TEMBO project.

The research questions of the research were:

- 1.) How to manage international projects and how to make these projects successful?
- 2.) What are the intercultural communication challenges in international projects?
- 3.) What are the special features in international project management in Tanzania?

The data revealed that in international projects it is important to know the project team. The team must be gathered so that there are people with certain characters and skills and that they all are motivated to work in the project. This way it is easier for the management of a project not to focus on others' duties. The project team may change during the project and therefore it is essential to inform the new member about the issues related to the project.

The data from the interview 1 gave information of international projects, because the interviewee is a person who has lot of experience working in project with developing country. The answers for interview 2 were based on the intensive course which was held

in Tanzania in August 2012, and they are describing the importance of organizational issues and challenges which occurred at that time.

Planning process requires the management of the project to set up clear rules, responsibilities and schedule, which naturally may change during project life. In case TEMBO the project group did not have enough information of background of the project and this may have affected some of the functions and operations of the project. The more is planned in advance the better. In addition, to realize the cultural challenges is essential when setting up the schedule for the project. Sometimes there is no necessity to plan the whole schedule because the culture plays a major role in international projects and therefore it is important to leave space for flexibility.

Planning of the project is essential and requires resources as well as the whole project. Without proper planning it is difficult to manage a project. Planning means setting up the aims, resources and boundaries in which the project will operate. The schedule is important in the sense that the members know how much they have time to work with special parts and duties of the project. When talking about international project the schedules may not hold and the aims may not be reached. According to the data collected in this research schedule is not the most important thing when operating within a project. The most important thing in projects with people from another culture is interaction.

For the next TEMBO project in case there should be more time reserved for the planning part. Interaction is essential and there should be set up meetings to ensure these interaction situations. For the next TEMBO project the project team should know precisely the resources the project has, people who are involved, a proper leader for the project and a longer period of time to operate with institutions in Africa. The knowledge of the other culture will come clear when entering the new culture but there should be some adaptation done before entering the new culture. This will ensure the project success.

The theory of international project management is supporting the data gathered with the interviews. There are differences in scheduling the project and in the importance of reaching the aims and objectives. This is mainly because of the cultural differences. It is important in the next project to focus on the interaction with the project members in

Africa and this could be done in cooperation with intercultural communication courses in TAMK.

Most of the challenges come in various interaction situations between culturally different project team members. These challenging situations may occur when interacting via internet and when the connection does not work. In this situation, the interaction and discussions are challenging and the information does not pass from one person to another. In addition, some other external factors may affect the project operations. Especially in Africa there may occur more operational difficulties which may have an effect on the project. According to the data collected in this research the main external problems were caused by unreliable internet and electricity connections. Main challenges occurred when electricity or internet connection did not work, as well when the schedule did not hold. Because of friendly and kind atmosphere among participants of the TEMBO Intensive course, these challenges were quite easy to overcome. There were not that many disagreements or other difficult situations; rather people were friendly and agreed on the opinion of the other.

The risen aspects of international project management which this research revealed are shown in the table 6. This concludes and summarizes the guidelines for international project management. The guidelines indicate the data of the research and the theory of international project management combined.

INTERNATIONAL PROJECT MANAGEMENT	
Demands for project team	<ul style="list-style-type: none"> • Leader and other resources • Responsibilities of each member • Special characteristics: motivation, determination, inspiration, trust, energy and power • Know-how and specialities of team members • Functionality with other team members
Planning and schedule	<p><u>Challenges:</u></p> <ul style="list-style-type: none"> • Estimation of duration and time • Demands of stakeholders • Cultural and organizational impacts • Prepare for team member and other changes • Prioritize the focus areas and scheduling <p><u>Requirements:</u></p> <ul style="list-style-type: none"> • Resources, aims, planning and description of the project • Definition and procedures of the project and responsibilities • Flexibility and management decisions
Importance of resources	<ul style="list-style-type: none"> • Awareness and enough information of project resources, background and responsibilities • Resources lead to project success • Clear aims and objectives • Enough time and money for implementation • Common rules among stakeholders
External and internal conditions to project management	<p><u>External:</u></p> <ul style="list-style-type: none"> • Resources and financial issues • Cultural issues and differences; practicality in Tanzania • Geographic distance and language differences <p><u>Internal:</u></p> <ul style="list-style-type: none"> • Awareness of resources, activities and uniqueness of the project • Atmosphere, communication, face-to-face interaction, flexibility and know-how • Responsibilities and misunderstandings
Intercultural communication and cultural aspects	<p><u>Positive:</u></p> <ul style="list-style-type: none"> • Face-to-face interaction, relationships and characteristics of team members help to overcome challenges • Project environment, cooperation, understanding and positive atmosphere lead to good performance and effectiveness • Clear aims, goals and instructions • Tanzanians are flexible, cooperative and interactive – Finns respect the Tanzanian working methods <p><u>Negative:</u></p> <ul style="list-style-type: none"> • Risk of confusion and misunderstandings • Geographical distance arise communication challenges • Cultural differences and conflicts – Tanzanians' denial of being wrong and the time concept is different between cultures • Lack of information, bureaucracy and hierarchy

TABLE 6. Guidelines for international project management.

To manage a project it is essential to know the steps in which the project will operate. These steps are the five main characters which were the result of this research and seen in the table 6. First character is the demands for project team members. What the specific project requires from the team members. Planning and scheduling the project is the second character and resources of the project are the third. External and internal conditions to project management are the fourth step. Culture has essential role in international projects and therefore it is important to pay attention to the other culture to help the project operations. Management of a project is easier when knowing the other culture and understanding the manners of them. These five main characters should be considered when aiming for a successful international project.

6.2 Evaluation of the research and suggestions for future research

The research process included familiarization and definition of the theory, qualitative research methodology, semi-structured interviews as a method, and the research delivered by interviews and thematic analyzing. The research process provided the researcher an opportunity to find out information that is essential for international project management. As a result, new aspects and important information for the project coordinators was achieved.

The research process was interesting. The researcher's own experiences during the TEMBO project got new insights and proposals for the guidelines which this research provides. The time period for the research was longer than expected but the result was as wanted.

For future research it would be interesting to focus on leadership competences. It would be important to study how important the leader is and what the relation between the leader and the project team is? The researcher noticed that success of a project is not dependent only on the international and cultural things. A successful project requires a responsible leader. After deepening her knowledge of intercultural communication in international project TEMBO, the leader's position and relevance would be an interesting research topic.

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APPENDIX

Appendix 1. Interview questions

Projects in general:

- In what kind of international projects have you been involved?
- Describe the background of your projects.
- How are the projects you have been involved in different from TEMBO/E-learning project? What similarities do they have?
- What challenges do these projects have?
- Are there any specific issues to be considered in the beginning, during and at the end of a project?
- What will lead to a successful project? Any tools?
- What is needed for a successful project implementation?

Project management and team members:

- How does the management of the project work well?
- How does the project team members work?
- In your opinion what kind is functional project group?
- What kind of effect does project's operational environment have?
- How you evaluate the success of these projects?
- What do you see the project management should consider in the beginning, during and after a project?

Cultural effects in projects:

- Did you find many cultural differences during your project in Tanzania?
- What challenges cultural differences bring?
- Are there any cultural issues that have led to difficult situations? How have you managed these?

Intercultural communication in projects:

- How intercultural communication shows in the projects?
- What challenges and requirements international projects usually have?
- How have you solved these problems?

